



## Inquiring Minds

### Lesson Organizer

<b>Lesson Synopsis</b>	Students formulate a major research question, develop a plan, and collect information from multiple perspectives to write a research report. Students revisit fiction through Independent Reading, class discussion, and written reflection.	
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>After brainstorming and consulting with others, choose a social or cultural issue to research. In writing, formulate a major research question related to the issue and develop a research plan. (E1.20A, E1.20B) <b>ELPS</b> 1E; 2D, 2G; 3E; 5G</li> <li>Follow research plan to collect information from multiple perspectives. Organize the information gathered using a variety of graphics and forms (e.g., notes, learning logs, charts). If necessary, modify research question to refocus the plan. Using a standard format, develop and organize an annotated bibliography of credible, relevant sources. (E1.21A, E1.21B, E1.21C; E1.22A, E1.22B, E1.22C; E1.23E) <b>ELPS</b> 1C; 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K; 5G</li> <li>Refer to a teacher provided rubric or checklist to write and refine a documented report that analyzes multiple perspectives on a social or cultural issue and clearly states a point a view. In a small group, present report. (E1.23A, E1.23B, E1.23C, E1.23D, E1.23E, E1.25A) Note: Refer to Unit Assessment Appendices for suggested rubric. <b>ELPS</b> 1C; 2D; 3F, 3G, 3H, 3I; 4J, 4K; 5C, 5D, 5E, 5F, 5G</li> <li>Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text. (E1.Fig19B; E1.15Ci) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> </ul>	
<b>Key Understandings</b>	<ul style="list-style-type: none"> <li>Authors build a foundation for research by asking relevant questions and developing a plan.</li> <li>Authors gather information from different sources for specific purposes.</li> <li>Authors communicate information from different sources to represent multiple perspectives on a topic.</li> <li>Speaking and listening are fundamental processes used to express, explore, and learn about ideas.</li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> </ul>	
<b>TEKS</b>	<b>E1.Fig19</b>	<b>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. Students are expected to:</b>
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama, Persuasive)
	<b>E1.20</b>	<b>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>
	E1.20A	Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.
	E1.20B	Formulate a plan for engaging in research on a complex, multifaceted topic.
	<b>E1.21</b>	<b>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>
	E1.21A	Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.
	E1.21B	Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).
	E1.21C	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
	<b>E1.22</b>	<b>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>
	E1.22A	Modify the major research question as necessary to refocus the research plan.

	E1.22B	Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.
	E1.22C	Critique the research process at each step to implement changes as the need occurs and is identified.
	<b>E1.23</b>	<b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>
	E1.23A	Marshals evidence in support of a clear thesis statement and related claims.
	E1.23B	Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.
	E1.23C	Uses graphics and illustrations to help explain concepts where appropriate.
	E1.23D	Uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.
	E1.23E	Uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.
	<b>E1.25</b>	<b>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>
	E1.25A	Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
<b>Ongoing TEKS</b>	<b>E1.Fig 19</b>	<b>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</b>
	E1.Fig19A	Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images).
	<b>E1.5</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.5A	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development. <b>Supporting Standard</b>
	E1.5B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. <b>Readiness Standard</b>
	E1.5C	Analyze the way in which a work of fiction is shaped by the narrator's point of view. <b>Supporting Standard</b>
	E1.5D	Demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.
	<b>E1.7</b>	<b>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.7A	Explain the role of irony, sarcasm, and paradox in literary works. <b>Supporting Standard</b>
	<b>E1.9</b>	<b>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.9B	Differentiate between opinions that are substantiated and unsubstantiated in the text. <b>Readiness Standard</b>
	E1.9C	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. <b>Supporting Standard</b>
	E1.9D	Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. <b>Readiness Standard</b>
	<b>E1.13</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
	E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
	E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. <b>Readiness Standard</b>
	E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
	E1.13D	Edit drafts for grammar, mechanics, and spelling. <b>Readiness Standard</b>
	E1.13E	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	<b>E1.15</b>	<b>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	<b>E1.17</b>	<b>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>

	E1.17C	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). <b>Readiness Standard</b>
	<b>E1.18</b>	<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>
	E1.18A	Use conventions of capitalization. <b>Readiness Standard</b>
	E1.18B	Use correct punctuation marks including: <b>Readiness Standard</b>
	E1.18Bii	comma placement in nonrestrictive phrases, clauses, and contrasting expressions <b>Supporting Standard</b>
	E1.18Biii	dashes to emphasize parenthetical information
	<b>E1.19</b>	<b>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>
	E1.19A	Spell correctly, including using various resources to determine and check correct spellings. <b>Readiness Standard</b>
	<b>E1.26</b>	<b>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>
	E1.126A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Independent reading text (1 per student)</li> <li>• Note cards (several per student)</li> <li>• Sample research reports (2-3)</li> <li>• MLA Style Manual (optional-1 per student)</li> <li>• Article on current social or cultural issue (3 different articles for student use, 1 for teacher-selected example)</li> <li>• Several articles that are reliable sources and several that are not (1 packet per group)</li> <li>• Teacher created rubric or rubric from Unit Assessment Appendices</li> <li>• Example of well-known piece of art</li> <li>• Children's books (1 per 3-4 students)</li> <li>• Computer or media center access</li> <li>• Sticky note (as needed)</li> <li>• Chart paper (if applicable)</li> <li>• Variety of research materials</li> </ul>	
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Handout: <b>Sources Checklist</b></li> <li>• Handout: <b>Organizing Your Research</b></li> <li>• Handout: <b>Rubric for Evaluating Sources</b></li> <li>• Teacher Resource: <b>English I Unit 06 Reading Appetizer (1)</b></li> <li>• Teacher Resource: <b>Style Manuals (1)</b></li> </ul>	
<b>Resources and</b>	<ul style="list-style-type: none"> <li>• None identified</li> <li>Style Manuals</li> </ul>	

<b>References</b>	
<b>Possible/Optional Literature Selections</b>	<b>Description</b> <ul style="list-style-type: none"><li>• Library research materials</li><li>• District-adopted resources</li></ul>